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ABSTRACT

The professional development activities of teaching faculty, librarians, technical assistants, and academic administrators at Niagara County Community College (NCCC) (New York) are reviewed in this report. Twelve major categories of professional development are described: (1) college-sponsored professional development programs; (2) off-campus professional development and travel; (3) compensated absence time for professional development; (4) sabbaticals; (5) State University of New York tuition waivers; (6) tuition-free courses at NCCC; (7) memberships in professional organizations; (8) instructional resource development grants; (9) individual faculty accomplishments; (10) awards and recognition for faculty excellence; (11) faculty evaluation and development; and (12) organizational support structures for professional development. In addition, individual teaching improvement in the form of a faculty mentor system and individual improvement plans are also discussed. Within each category, a brief description of the activity is provided, followed by more detailed information on the extent of college support and faculty involvement. The report concludes with a discussion of the comprehensive nature of professional development at NCCC. (EJV)

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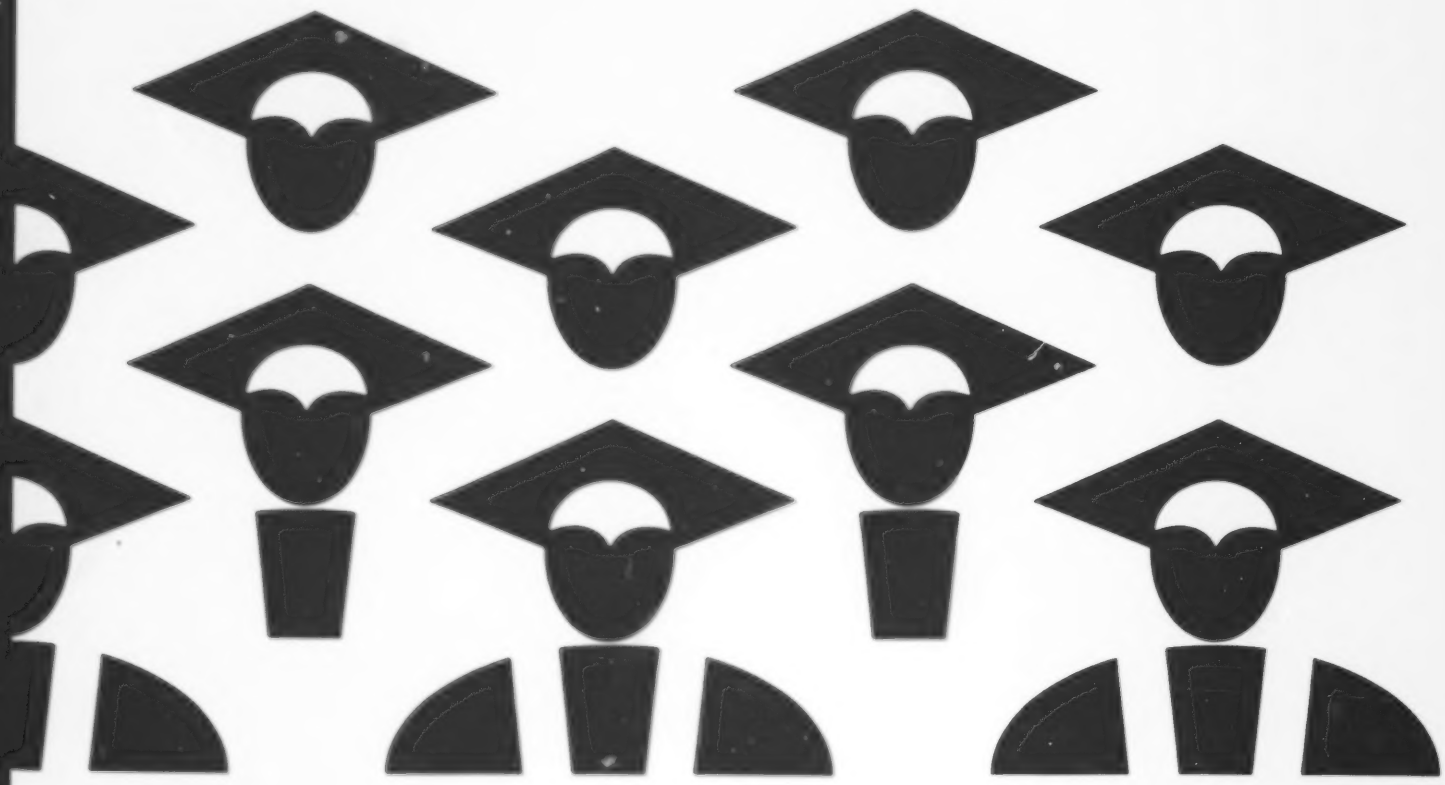

A Report on Professional Development at Niagara County Community College 1985-86

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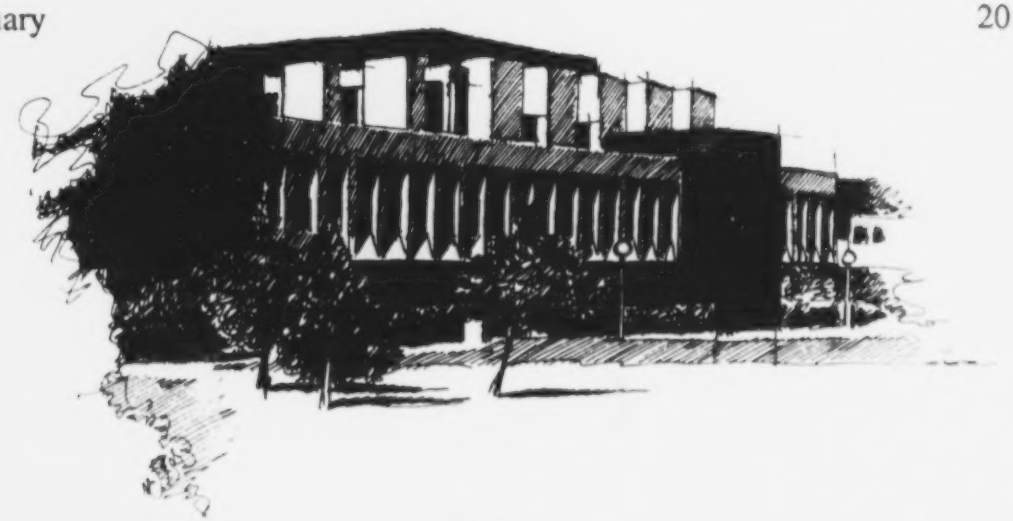


Introduction

Professional development has long been a priority at Niagara County Community College. Faculty constitute a valuable resource of the institution, and their continued professional vitality and growth are crucial elements in the quality of educational programs and instruction available to students. The college is committed to providing the resources, opportunities, and programs which encourage faculty to pursue their professional development in order to enhance the quality of college programs. Niagara County Community College's *Middle States Self-Study Report* states:

> *Diversified professional development among faculty and staff is essential for the enrichment of the learning environment. The intent of professional development should be to maintain, supplement, and broaden already developed expertise and skills and to cultivate new interests and directions which add to our existing body of knowledge (Pg. 22).*

The Office of Academic Affairs is pleased to present this summary of faculty professional development for the 1985-86 academic year. The report presents both the faculty's extensive involvement with broadly diverse professional development activities and the college's willingness to commit financial resources to support individual effort and group activities related to maintenance of the professional vitality of our faculty.

The report focuses on professional development activities of teaching faculty, librarians, technical assistants, and academic administrators primarily. It is divided into twelve major categories or areas of professional development. Within each category, a brief description of the activity is given, which is followed with more detailed information on the extent of college support and faculty involvement. The report concludes with a view of the comprehensive nature of professional development at NCCC. We hope that the record of what has already been accomplished and the documentation of the creative use that has been and can be made of professional development resources will inspire faculty to become even more involved in setting the tone and direction of professional development for the future.

College-Sponsored Professional Development Programs

Professional Development Week (January 14 - 17)

Evidence of NCCC's commitment to faculty professional development can be seen in the varied program of activities scheduled during Professional Development Week at the college. This year, four days in January (January 14-17) were devoted to professional development activities by faculty prior to the start of classes. A wide range of academic issues and topics were addressed in the 16 different campus-wide programs which were held during this week.

Monastery Visit

A unique event was a visit to a trappist monastery arranged by NCCC Professor of Philosophy Bill Warthling. Faculty were participant-observers for an entire day in this "medieval world", where they were assigned to their own cell, attended a seminar on the lifestyle of the monk, and learned of the art, poetry, symbolism, philosophy and music as aspects of a still intact medieval culture.

Teleconference

A teleconference (telephone hook-up) approach was used to enable faculty and administrators at the college to hear Dale Parnell, Executive Director of the American Association of Junior and Community Colleges, speak about his latest book *The Neglected Majority*. Dr. Parnell made his presentation from his office in Washington, D.C., discussing the topic of 2 + 2 programs which combine the junior and senior years of high school with an occupational associate degree program to encourage more students to enter college. Despite some difficulty with the sound system during Dr. Parnell's presentation, a lively discussion was held afterward on the relevance of this approach for NCCC.

Consultant Workshops

Two programs were conducted by consultants and outside specialists brought to the college through VEA grant funding. Dr. Margaret Andrews, New York State Coordinator for Rutgers University Consortium on Educational Equity, presented a workshop/discussion on the effects of gender segregation in education and the work place. Dr. Harriet Cabell, University of Alabama and Senior Consultant with CAEL, presented a seminar on assessing alternative forms of student learning, in connection with the college project this year on Credit for Prior Learning and the adult student.

Panel Discussion

An interdisciplinary panel presentation was organized by Professor Ken Hennig of the Humanities division to explore the area of cognitive science. Five faculty members from SUNYAB representing the disciplines of psychology, linguistics, computer science, and philosophy discussed concepts of intelligence and how the mind works.

Faculty-Run Workshops

In addition, a variety of workshop sessions were organized and conducted by NCCC faculty which were open to the college community.

- Drafting faculty held an open house in their recently completed CAD lab to demonstrate how to create graphic designs on the computer.
- A workshop on "coping" was presented by Associate Professor of Psychology Jim Abbondanza.
- Three different computer workshops were held for faculty by Data Processing faculty members Art Hadley and Mark Constantino. The topics were dBase-II, Introduction to MS/003, and the Mark Sensing Unit.
- Three workshops on Math topics were held by faculty in the Math Department. Carolyn Goldberg conducted a workshop on the use of math tutorial computer software currently available in the math lab. Mike Layman presented a workshop on discrete math, and Dave Brown discussed curve mapping.
- A group discussion session was organized by Associate Professor of Languages, Jean Adjemian to explore ways of teaching English as a second language.

Summer Grants: LLC Display

Throughout the week of January 14-17, a special display of Instructional Resource Grant proposals and products from the past six years was organized by Librarian Lillian Stanwich. Materials were on display in the Library for faculty to review. Subsequently filed in the Office of Academic Affairs, these proposals are still available for review through the Director of Educational Development.

Workshops Throughout the Year

In addition to the many professional development activities occurring on campus during Professional Development Week in January, three other workshops occurred during the year in connection with orientation for new part-time faculty during the second week of Fall semester.

Adult Learner

An evening faculty development workshop on the Adult Learner was held. Mr. Bob Steinbach from Wright State University in Ohio discussed theories of adult learning and techniques for teaching adult students.

Curriculum Advisory Committees

Academic Program Coordinators and Division Chairs at the college participated in an all day workshop in August on how to work more effectively with Curriculum Advisory Committees. This workshop was part of a grant funded by the New York State Department of Education and presented techniques for improving communication, organization, and commitment of advisory committees.

Academic Council Leadership

Members of Academic Council (Division Chairs, Directors, Academic Dean, and Associate Deans) participated in a professional development activity with management development consultants Anderson Associates in October. Topic of the workshop was "Academic Leadership: The Division Chair as Middle Manager". This all day session built on last year's workshop using the Personal Profile System, and focused on improving skills in communication, motivation, and human relations.

A total of $1,910 from college funding was spent on the above activities. An additional $1,442 in consultant costs was covered by VEA grant funds.

Participation in the January Professional Development Week events varied widely, however, all were of value in addressing academic concerns related to individual or institutional improvement and educational excellence. A future goal for this area of professional development is even greater faculty initiative and involvement in planning programs, as well as systematic feedback and evaluation for modifying subsequent programs and processes in response to faculty need.

Off-Campus Professional Development and Travel

A major college expenditure for professional development is funding to support faculty attendance at off-campus professional development activities and conferences. Total budget in Academic Affairs for travel and professional development off-campus in1985-86 was $11,711.55. Expenditures through June 30, 1986 are summarized below. In 1985-86, a total of 63 faculty and academic administrators received travel support for professional development activities. Average amount of reimbursement was $185.90 per participating faculty, with payments ranging from $5 to $524 per trip. A listing of off-campus programs attended by faculty in each division/department (below) illustrates the diversity of individual interests and needs of faculty which are supported through college professional development funding.

Reimbursed Travel to Off-Campus Professional Development Activities

Div.	# Fac. In Div.	# Indiv. Faculty Particip.	% Of Division Faculty Particip.	# Diff. Trips	Amount Spent	% Of Total	Use Of Coll. Car
BUS	17	9	53%	7	$1,577.50	13%	4
DAP	4	1	25%	1	350.00	3%	0
FA	10	3	30%	3	1,055.00	9%	0
HPE	5	2	40%	3	433.00	4%	2
HUM	19	5	26%	6	1,241.77	11%	3
LS	12	4	33%	5	692.08	6%	3
MST	29	14	48%	11	2,564.23	22%	11
NUR	12	12	100%	11	1,247.75	10%	1
SS	19	4	21%	4	559.00	5%	1
LLC	5	4	80%	7	787.70	7%	0
ISS	5	2	20%	2	271.85(2)	2%	0
ADMIN	4	3	75%	3	931.67	8%	3
TOT.	141	63		63	$11,711.55(1)		2

Notes:
1) an additional $1,102 in travel costs was supported by VEA grant funding.
2) includes amount for ISS staff training.

BUS = Business Education
DAP = Data Processing/Computer Science
FA = Fine Arts
HPE = Health/Physical Education
HUM = Humanities
LS = Life Sciences
MST = Math/Physical Sciences/Engineering Technology
NUR = Nursing
SS = Social Sciences
LLC = Library Learning Center
ISS = Instructional Support Services
ADMIN = Academic Administration

Range of Payments

# Faculty	Amount
30	$0 - 50
16	$51 - 100
13	$101 - 150
8	$151 - 200
9	$201 - 250
1	$251 - 300
3	$301 - 350
5	$351 - 400
0	$401 - 450
1	$451 - 500
1	$501 - 550

PROGRAMS (conferences, meetings, seminars, etc.)

BUS -
- Assoc. of Marketing Educators Conference
- Meeting of the Two-Year Business Faculty and Administrators
- Business Education Conference at Rider College
- Business Education: A Capital Investment - EBEA Convention
- The High Price of Sugar and Spice: Stress Management for Working Women Seminar
- Community College Methods Workshop on The Electronic Office. . . Today's Journey
- Conference at Suffolk University Records Mangement and Microcomputers: The Cutting Edge

DAP -
- Conference: The Community College and the Computer

FA -
- BEA Conference - presenting paper- Using video in teaching
- 8th Annual College Press Convention
- American Craft Council Conference, "Art/Culture/Future"

HPE -
- Leadership skills seminar
- Seminar on Physical Education and Sports Law
- Conference - Wellness and Health Promotion Education

HUM -
- Conference on College Composition and Communication - speaking on Revising for Coherence and Cohesion; Techniques for novice revisers
- Informational presentation of new Bachelor of Science degree program in Professional and Technical Communication - potential program for articulation
- 31st Annual Convention of International Reading Assoc.
- American College Personnel Asso. Convention
- "Objective" Approach to General Education - presenting paper
- SUNY Council on Writing - two papers presented

LS -
- Joint Review Committee on Education and EEG Technology - site visitors workshop
- 3rd Annual Neurology Symposium
- 4th Articulation Conference - College of Environmental Science and Forestry
- 13th Annual S.A.G.E. Conference - presenting paper "Xerostomia in the Aged"
- East Regional Nurserymen's Conference and Trade Show

MST -
- 9th Annual Symposium on Remedial/Developmental Education
- NYSMATYC Regional Conference
- Computer Graphics Conference and Exposition
- American Society for Engineering Ed./St. Lawrence Section meeting
- Council of Engineering Technology in New York State Spring meeting
- 8th Biennial Conference of the International Planetarium Society
- General Education Association meeting
- Tour of Kodak facilities
- National Robotics and Automated Systems Educator's Conference
- New York/New Jersey Electrical Technology Association annual meeting
- New York State Engineering Technology Association Conference

NUR -
- NLN Sponsored seminar Clinical Evaluation: Expectations, Responsibilities and Validation
- Computer Assisted Instruction for Nursing Education
- Conference: The Acutely Ill Child
- 14th Continuing Ed. seminar on Urology '86
- Children and Death: Perspectives and Challenges
- National Nursing Video conference
- Teleconference on associate degree Nursing
- Cardiology workshop
- NLN Board review of Nursing Program at NCCC
- Seminar: "Test Construction Skills"
- Program on Student Retention

SS - 10th Annual Conference on Language Development
Meeting - New York Council for Evolution Education
Conference: "Changing Strategies for a Changing Student Population"
Focus on Excellence in Teaching at Buffalo State College

LLC - Assertiveness Training for Professionals workshop
Western New York/Ontario Asso. of the College and Research Libraries 10th Anniversary Conference
Image and Self Projection for Women in Business, Government and the Professions
SUNY Head Librarians Executive Council meeting
Seminar on Achieving Excellence
Head Librarians meeting for Two-Year Colleges
ACE/NIP Breakfast seminar

ISS - Conference on Computer Graphics - 9th Annual Visual Communications Congress
8th Annual New York State Library Clerical Conference

ADM - Conference - Two-Year College Development Center
University of New York Registrar's Asso. meeting
Empire State College - "Value Added Learning"

In addition to that travel which is supported through direct reimbursement of costs, use of college car, etc., many faculty also attend meetings and conferences locally or at no expense to the college.

Faculty and administrators who attend conferences are required to submit a written report on meeting and workshop topics. Further information on above conferences can be requested through the Division or Dean's Office. Such information-sharing as an outcome of conference/workshop attendance is encouraged as a means of extending the benefits of these professional development activities.

Compensated Absence Time For Professional Development

Faculty release time from on-campus responsibilities is a necessary and important aspect of college support for professional development. During the 1985-86 academic year, 55 different faculty members received an average of 2.5 days release time to attend a variety of professional development activities off campus. A total of 139 days of reported absence was approved by the college to allow faculty to participate in professional development conferences, meetings, and workshops, as attenders and presenters. Details are listed below.

Month	# Days	# Faculty
Sept.	13	17.5
Oct.	23	37.0
Nov.	9	9.0
Dec.	7	6.5
Jan.	2	1.5
Feb.	7	12.0
Mar.	11	20.0
Apr.	15	27.0
May	8	8.5
TOTAL	55 (unduplic.)	139.0

Following is a list of professional development activities attended by faculty, in addition to those listed previously under travel for professional development, for which professional development leave was authorized.

Professional Development Travel (no funds encumbered)

Meeting of Athletic Directors
Seminar at Penn St. University
Seminar at Autodesk, Inc. on IBM/AT Autocad software in CAD lab
Niagara Frontier Recreation and Parks Society Conference
Task Force on Stress Management - chair
Marketing and advertising presentation
Teaching excellence - conference at Buffalo State
Meeting of NYS Coalition for Criminal Justice
NYS Div. for Youth - workshop on delinquency and presentation on NCCC Superstars
ACRL workshop
Regional workshop on microcomputer use in libraries
NYS/ETA meeting
Presentation to Diversified Enrichment program for the Talented
Council of Engineering Tech. WNY Fall meeting
Conference on Indian History
Conduct workshop in Behavioral Psychology for Gifted Students
ASEE - Canada
Administrative workshop - HPE
Affirmative action conference
WNY Union List of Serials meeting
Articulation conference
SUNY Business Administrator's meeting
32nd Annual Institute on Taxation
Dental Seminar
Update sponsor on Biofeedback lab on activity and research
WNYLRC meeting - LLC
NJCAA Natl. Wrestling Tournament
Conference - Legal Issues in Higher Education
Business Education Conference
Regents degree Composition Communication Meeting
Grant Writing workshop
Marketing and Library Seminar
Region III Wrestling Tournament

Sabbaticals

Sabbatical leaves are granted to faculty for the purposes of study, formal education, research, writing, or other experiences of professional value. To be eligible for a sabbatical, faculty must have completed six consecutive years of service since initial employment or return from last sabbatical. During 1985-86, five members of the faculty were on sabbatical leave.

Teresa McGlennon, a Professor in the Business Education Division, has been teaching Secretarial Science at NCCC for 19 years. Her sabbatical leave during Fall and Spring semesters was used to complete a Masters degree in Business Administration by enrolling full-time in graduate courses in the field of business and by writing a dissertation. Among the benefits to students and the division of this sabbatical was Teresa's increased knowledge of new areas of business, which will allow greater versatility in her teaching assignments. She was also able to update her knowledge of current and new technological developments in the Secretarial Sciences. With the M.B.A., she can also serve as a role model for women students in business curricula at the college.

Ernest (Bob) Baxter, an Associate Professor in the Humanities Division, has been teaching in English at NCCC for 14 years. During his Fall semester sabbatical he was able to complete a novel under a fellowship from CAPS (The Creative Artists Public Service Program Fellowship was granted on the basis of Mr. Baxter's writing quality and potential for future writing). His leave was used in research, reading, travel, and writing necessary to complete the novel, as well as graduate coursework toward a Masters in creative Writing. Further outcomes of the sabbatical will be Bob's development of insights into the writing process and creation of fiction, which will benefit students in his writing courses, and the possibility of future publications.

Thomas Mangan, an Associate Professor in the Life Science Division, has been teaching in the area of Biology at NCCC for 13 years. His Spring semester sabbatical enabled him to update his skills and knowledge in pharmacology. Tom used his leave time to obtain formal and informal re-training through coursework at the University of Buffalo School of Pharmacy/Bio-Chemical Pharmacology and continuing education seminars. Results of his efforts include a more current knowledge of pharmacology and information on new medications which can benefit students in his allied health courses where up-to-date knowledge of medication is essential.

Dan Rogala, Associate Professor/Counselor, has been a career counselor for 12 years in the Counseling and Career Planning center at NCCC. He was able to use his Spring semester sabbatical leave to produce career resource materials based on interviews with local workers in order to increase student understanding of the link between academic preparation and the work world. This was accomplished by Dan conducting informal interviews with local employers in occupations where NCCC graduates may seek employment. The resulting resource file of career profiles and tapes will be used in career exploration and job placement counseling with students and in the Career Planning Seminar. In addition, Dan was able to gain a better understanding of the college/career transition and the relation of job realities and options to academic programs which will benefit students considering career and curriculum choices, as well as establishing valuable industry/employer contacts.

Timothy Tomsen, a Professor in the Social Science Division, has been teaching history at NCCC for more than 17 years. His sabbatical leave during Spring 1986 semester was used to update and broaden his knowledge of contemporary history by providing time for interviewing foreign diplomats in Washington, D.C. and conducting research in the Library of Congress and in Washington, D.C. and local university libraries. Outcomes of his sabbatical include Tim's strengthened understanding of American foreign policy, international relations, and contemporary history which will be used in his teaching of existing courses at NCCC and as the basis for creation of new history course modules on Central America and the Far East.

Total cost to the college of support for sabbaticals in 1985-86 was $19,021. Reports on the outcomes of sabbatical leaves are on file in the offices of the President and the Academic Dean.

SUNY Tuition Waivers

Completion of graduate coursework is another important form of professional development for faculty at NCCC. All full-time faculty are eligible for a partial tuition waiver on courses taken at SUNY institutions. During 1985-86, 11 faculty and one academic administrator completed 70.5 credits of graduate coursework at SUNYAB or Buffalo State College. These faculty each received a 57.3% tuition waiver, a total of $4,097 expenditure by the college. One sabbaticant received a 100% waiver for courses completed during sabbatical leave. Those faculty who participated in the tuition waiver program in 1985-86 are listed below.

Dave Adams, Math/Physical Science/Technology Division - Spring semester
Ernest (Bob) Baxter, Humanities Division - Fall and Spring semester
Sue Bland, Social Science Division - Fall and Spring semester
Irene Costanzo, Nursing Division - Fall semester
Anne Edwards, Student Affairs - Fall semester
Martha Faller, Library Learning Center - Fall semester
Chuck Fowle, Math/Physical Science/Technology Division - Fall and Spring semester
Alex Greenburg, Social Science Division - Fall and Spring semester
Marie Hibschweiler, Math/Physical Science/Technology Division - Spring semester
Don House, Math/Physical Science/Technology Division - Fall and Spring semester
Sue Norton, Nursing Division - Fall semester
Dorothy Harnish (administrator), Academic Affairs - Fall and Spring semester

Tuition-Free Courses (NCCC)

Each year NCCC faculty have the option of enrolling in credit courses offered by the college with a full tuition waiver for up to six credits per year. Faculty may take courses in related or unrelated fields to broaden their education at a personal or professional level.

In 1985-86, sixteen different faculty took advantage of this opportunity by enrolling in 17 different courses at NCCC. The college provided a total of *$2,014* in tuition waiver benefits to faculty under the College/Association Contract for this professional development activity.

Faculty taking NCCC courses

Fall 1985	Business Education	3
	Life Sciences	1
	Math/Science/Tech.	3
	Nursing Education	2
	Social Science	1
	Student Affairs	3
		13
Spring 1986	Business Education	1
	Life Sciences	1
	Math/Science/Tech.	1
	ISS	1
	Student Affairs	1
		5

Courses Taken

Small Business Management
Public Speaking
Computer Literacy (2)
Typewriting III
Intro. Computer Science (2)
Life Drawing I
Intro. Matrix Methods (2)
Intro. Accounting I
Computer Prob. Basic I
Computer Prob. Basic II
Ceramics I
Elementary Algebra
Macro Economics
Cal Anal. Geometry I
History of Art
Business Law I

Memberships in Professional Organizations

Faculty at NCCC are a professionally active and involved group, as indicated by their extensive memberships in professional organizations. In 1985-86, over 80 individual faculty members renewed memberships in 125 different professional associations (see list of organizations below). Faculty are entitled by contract to reimbursement of up to $35 per year for membership dues in professional organizations. In 1985-86, a total of $2,560 was spent by the college on professional dues reimbursement, an average of $32 per requesting faculty member. Faculty spent an additional $2,454 on professional dues beyond the reimbursement amount allowed, and joined an average of 1.7 organizations per faculty (range of 1-4 organizations). Below is a listing of those professional organizations in which one or more NCCC faculty hold individual memberships.

Associations (Numbers in parentheses indicate number of memberships in each organization).

Biofeedback Society of America (1)
American Psychological Association (3)
American Council on Teaching of Foreign Language (1)
Modern Language Association (1)
American Statistical Association (1)
New York State Association of Health, Physical Education, Recreation, Dance (6)
Society for Research in Child Development (1)
New York State Nurses Association - District I (12)
American Lung Association (1)
International Council for Computers in Education (1)
Broadcast Education Association (1)
Association of Marketing Educators (1)
Phi Delta Kappa (2)
Western New York Oncology Nursing Society (3)
American Anthropological Association (2)
Two Year College Physics Teachers Association (1)
American Library Association (4)
Association of College Research Libraries (1)
Local Chapter - Association for College and Research Libraries (1)
Music Educators National Conference (1)
American Studies Association (1)
American Studies International Association (1)
Eastern Business Education Association (1)
International Association of Information Systems Professionals (4)
SUNY Secretarial Educators (2)
Society of Manufacturing Engineers (2)
New York College Learning Skills Association (4)
New York State Math Association of Two Year Colleges (3)
Academy of Criminal Justice Systems (1)
Association of Federal Investigators (1)
National Association of Accountants (2)
Albright-Knox Art Gallery (1)
Professional Chef Association (1)
Oncology Nursing Society (1)
Association of Analytical Chemists (1)
National Council of Teachers of English (7)
Conference on College Composition and Communication (1)
New York State English Council (1)
National Geographic Society (2)
Smithsonian Institute Society (1)
National Business Education Association (4)
National Association Personnel Women (1)
Delta Kappa Gamma (Teachers Honorary Society) (2)
Association of Professional Women Writers (1)
Mathematics Association of America (1)
New York Academy of Sciences (1)
Empire State Association of Two Year Biologists (1)
International Reading Association (2)
American Accounting Association (1)
National Association of Retired Teachers (1)
Niagara Frontier Reading Council (1)
College Reading Association (1)
American Historical Association (2)
American College Personnel Association (2)
Association of Operating Room Nurses of Western New York (1)
Instrument Society of America (1)
International Planetarium Society (1)
American Chemical Society (1)
American Chemical Society - Western New York Local Section (1)
New York State Association of Two Year Colleges (1)
American Association of Sex Educators, Counselors, and Therapists (1)
American Society for Engineering Education (1)
Community College General Education Association (1)
New York State Engineering Technology Association (3)
National Council of Teachers of Math (1)
American Business Law Association (1)
Western New York Nurserymen's Association (1)
National Asthma and Allergy Council (1)
NSI Practitioner's Association of Western New York (1)
Association of Governing Boards (1)
Pi Lambda Theta (1)
National Association of Female Administrators (1)
New York State Economics Association (1)
National Computer Graphics Association (2)
The Planetary Society (1)
North American Nursing Diagnosis Association (1)
Lonergan Foundation (2)
Institute of Advanced Philosophical Research (1)
College Composition and Composition Conference (1)
Assembly on Computers in English (1)
American Catholic Philosophical Association (1)
Institute for Advanced Study of Religion (1)

Instructional Resource Development Grants - Summer 1985

Summer Instructional Resource Development Grants provide faculty with an opportunity to develop instructional materials for classroom or curriculum use. Ten faculty members received funding for their project proposals during Summer 1985. The description below of each of the ten projects is indicative of the high quality and innovative nature of the instructional materials that continue to be produced under this grant program. A total of $13,314 was spent by the college on Summer Instructional Resource Development grants in 1985.

John Baldwin - developed a series of self-paced tutorials to be used on the computer and a set of operational manuals which teach first-time computer users the fundamentals and features of several common software packages used in Data Processing courses. The tutorial programs and support manuals allow students to move at their own pace and to work independently in learning operational commands which are a basic component of computer literacy courses.

Gene Carella - produced a four-part thirty minute videotape which demonstrates the proper laboratory techniques and procedures used in hematology labs in biology. The tape was used successfully in a variety of biology courses. Students viewed the film during lab sessions prior to their actual involvement in the hematology experiments. The tape provides background information and instruction specific to each technique which is then performed by students during that lab session.

Mark Constantino - developed three videotape modules which demonstrate how to use the Burroughs microcomputer and selected software packages. Videotapes are being used in introductory Data Processing courses where students must use application software to complete course requirements. The videotapes provide a tutorial approach for students to build skills and confidence on an individual basis at their own pace rather than using class instruction time on how to use hardware and software.

Chuck Fowle - wrote a manual to be used by students in ELT 531, Advanced Digital Systems, on an independent basis to familiarize students with existing microcomputer equipment and to provide information needed to guide students through the system design process in conjunction with classroom instruction and lab work. Modification of experiments used in ELT 131 allowed inclusion of experimental work more reflective of microcomputer systems currently used in industry manufacturing processes. Students performed the revised experiments with positive results, and were able to increase their level of understanding of course material.

John Marohn - developed a set of abstracts of articles categorized by topic and rhetorical type. Availability of the abstracts integrates the Library's current resources with course objectives of Writing I by making faculty and students more aware of journal and magazine articles that may be helpful in various research assignments for writing and assignments in various academic areas. Use of this resource helps students become more aware of and able to use the variety of resources available to them in the Library Learning Center.

Bryce McMichael - produced three videotapes which demonstrate the use of the spectrophotometer for measuring concentration and absorbence spectrum of substances in solution. The tapes were shown at the beginning of laboratory sessions in which spectrophotometry methods were to be used by students and proved to be effective in improving students ability to use this instrumentation method in biology experiments.

Joan Witten Mooney - produced an interactive videotape on the topic "Vocabulary in Context" which provides explanation and practice on using the clues within the context of a sentence to define unknown words. The interactive videotape format allows for self-paced practice by students and supplies immediate feedback on accuracy of student responses as well as explanations for incorrect responses. The video continues and reinforces materials in basic reading classes and is used on an individual basis in the Learning Skills Center.

Sal Passanese - wrote, developed and produced a series of four videotape modules which allow students to obtain information and understand selected methods used in microbiology experiments. The instructional videotapes were used in several biology courses with positive results on students mastery of laboratory methods and techniques along with their knowledge and understanding of course materials.

Instructional Resource Development Grants - continued

Mike Ryan - produced a set of instructional materials which illustrate major legal principles and concepts taught in business law courses at the college. A total of 73 court cases were summarized and organized to illustrate the application of a principle or concept to a variety of situations which share a single legal foundation. Cases are being used to supplement materials in course textbooks and have been effective in helping students to generalize issues raised by a single case. Relatively abstract legal concepts have been placed in a business or social context to make the information more relevant to students.

Roger Wright - produced a series of videotapes which demonstrate various first aid techniques, including bandaging, splinting, and transportation techniques required for Red Cross First Aid Certification. The videotape is being used in class as well as for independent tutorials by students to review and supplement instruction. Specific skills are demonstrated in the tape for students who are unable to master the skills during class sessions.

A special two year project on NCCC History was also approved and funded for Summer 1985 and 1986. **Graham Millar**, Professor of History at NCCC, has been working on creation of a videotaped presentation of the history of the college, relying on information gathered from audio and videotaped interviews with key individuals from the college's past, and from a variety of historical records, photographs, and documents from the college and community. Mr. Millar's use of oral history techniques and archival research will result in a revised and expanded written college history and a videotape documentary on the history of NCCC.

Copies of summer grant proposals and products for the past five years are on file in the Academic Affairs Office and available for review by faculty upon request.

Individual Faculty Accomplishments/Professional Contributions (publications, research, creative projects, awards, certificates and licenses, degrees)

Faculty at Niagara County Community College are an active and involved group of professionals. Many faculty this year have made significant contributions to their professional fields, published books and articles, conducted and reported on research, received awards and recognitions, earned advanced degrees and professional certifications, created works of art, or assumed leadership in professional organizations and activities. Below is a partial listing of individual faculty accomplishments and recognitions in 1985-86, illustrating the diversity of interests and range of talents to be found among NCCC faculty and academic administrators.

John Baldwin - Associate Professor in Data Processing, received an honorary appointment as an Associate Faculty with Empire State College in recognition of his work as a tutor and evaluator of prior learning at Empire State College.

Ernest (Bob) Baxter - Associate Professor in English, was the winner of the 1986 Just Buffalo Writers in Residence Competition. He also was invited to read his poetry at the University of Buffalo's 1986 Writers Festival, earned a listing in *A Directory of American Poets and Fiction Writers*, and had his work published in *Black Mt. Review*, *Moral Kiosk*, and *Hartford Courant*.

Ann Catalano-Broughton - Associate Professor in Communication/Media Arts, presented a paper to the Spring 1986 meeting of the Broadcast Educators Association. Her topic was on the use of video in teaching audio skills.

Donald Donato - President, NCCC, published a paper in the American Association of Community and Junior Colleges' *AACJC Briefs*, entitled "Rural Economic Development".

Martha Faller - Librarian/Assistant Professor, published a two-part article in the State University of New York Library Association Newsletter.

Paul Ferington - Professor/Chairperson in Fine Arts Division, was guest conductor for the Buffalo Philharmonic Orchestra, Western New York Opera Theatre, Artpark Concerts, and L'Orchestre de Liege Belgium, Spring and Summer 1986.

Don Donato

Paul Ferington

Donald Ferrick - Associate Professor of English, was appointed volunteer Examiner for the Federal Communications Commission by the American Amateur Radio Relay League.

Gerald Fischer - Professor in Secretarial Science, served on the Middle States Association Evaluation team for Frederick Community College, Maryland, in March.

Cathy Hall-LoCascio and Sal Passanese - co-authored a lab manual in Microbiology recently published by Eddie Bowers Publishing Co., 1985. The title of the text is *Selected Laboratory Procedures in Microbiology.*

Dorothy Harnish

Marie Hibschweiler

Dorothy Harnish - Associate Dean/Director Educational Development, had a research article published in the *Community College Review*, Spring 1986, entitled "Professional Stagnation and Diminished Job Involvement Among Community College Faculty". Elected to Board of Directors for Everywoman Opportunity Center of Western New York, Inc.

Marie Hibschweiler - Instructor in Mechanical Technology was recognized as a Certified Manufacturing Engineer by the National Society of Manufacturing Engineers (certification is based upon review of professional experience, education, and CME exam results).

Carol Jamieson - Professor/Chairperson of Humanities Division, presented a paper, "Revising for Cohesion and Coherence at the Conference on College Composition and Communication in New Orleans.

Al Ligammari - AV Specialist in Instructional Support Services, won second place in the National Association for Campus Activities Annual Graphics Contest for the poster he designed for Niagara County Community College's theatre production of HOT L BALTIMORE.

Sam Loliger - Professor of Sociology, was elected to a third term as member of the Board of Directors of New York State Coalition for Criminal Justice.

Sam Loliger

Gail McCarthy

Gail McCarthy - Instructor of Art, exhibited her environmental scultpture at Florida's Discovery Center. Gail and a collaborating artist used PCV pipe to create a unique outdoor sculpture as part of the Florida exhibition: Sculpture 1985. Another outdoor environmental sculpture was permanently installed in the City of Pittsburgh.

Kathleen McWhorter - Associate Professor in Learning Skills, published her fourth book: *Guide to College Reading*, (Little, Brown, and Co.), 1986, along with the third edition of her 1983 best selling publication *College Reading and Study Skills*. Her texts are being used extensively at two and four year colleges throughout the United States.

Jan Michalak - Associate Professor in Humanities/Learning Skills, was elected to the Board of Directors of the Niagara Frontier Reading Council.

Jerry Miller - Dean of Academic Affairs, received an Artpark commission to create a children's play and direct his theatre company, the NOW Theatre, in a production for presentation at Artpark during Summer 1986.

Bernadette Ordian - Instructor in Secretarial Science, completed her Master of Science in Education degree from Niagara University, Summer 1985. Her area of study was Counseling.

Sal Passanese - Assistant Professor in Biology, received his Ph.D. degree in Biology/Microbiology from St. Bonaventure University.

Linda Randolph - Instructor in Dental Assisting, was named Senior Editor of Dental Assisting Magazine. She has been a frequent contributor to this professional publication, and served as techniques columnist and editor of dental geriatrics manuscripts. In October 1985 she presented a research paper to the State Association of Gerontological Educators 13th Annual Conference.

Eleanor Robinson - Professor of English, received the Lockport International Women's Decade 1986 award for Education, in recognition of her outstanding contributions to the field of education.

Eleanor Seminara - Director Library Learning Center, served on Middle States Association Evaluation team for Butler County Community College, Pennsylvania; Convener for 1985-86 meetings of SUNY Two-Year Community Colleges Head Librarians and ran Fall and Spring workshops for that group; served on Executive Committee for SUNY Council of Head Librarians.

Sam Sheusi - Assistant Professor in Culinary Arts, gave a presentation on Infection Control to the Niagara Falls Memorial Medical Center, and addressed the Institute of Transportation, Travel and Tourism at Niagara University on the topic of Individual Ownership in the Food Service Industry.

Alan Stafford - Assistant Professor in Economics, received the 1985 award from the New York State Council on Economics Education for innovation in the teaching of economics. This is the second year he has received this award.

Lillian Stanwich - Librarian/Instructor, was a speaker at the Spring meeting of the SUNY Library Association on the topic of bibliographic instruction.

Al Ligammari

Jerry Miller

Leon Szmedra - Instructor in Biology/EKG, published a research paper "Stress Test Evaluation of Patients with Poor Left Ventricular Function Following Coronary Bypass Surgery" in the *Journal of the Texas Heart Institute*. This research report was also presented at the Inter-American Congress of Cardiology (June 1985, World Congress of Cardiac Rehabilitation (October 1985), and International Cardiology Conference (February 1986).

Dave Tobin - Associate Professor of English, was a guest speaker at the Spring meeting of the New York State Association of Two-Year Colleges. He gave a presentation on Liberal Arts in Liberal Studies programs.

Larry Walter

Don Voisinet

Donald Voisinet - Professor of Technology, made a presentation on CAD to the New York State Industrial Arts Association in October. He has also given presentations on CAD this year to the Buffalo State College Student Society of Manufacturing Engineers Chapter and Williamsville School District teachers and administrators.

Larry Walter - Technical Assistant in Theatre/Fine Arts Division, was guest technical consultant for Artpark productions Summer 1986.

Awards and Recognition for Faculty Excellence

Part of the Professional Development process involves support for growth through recognition of faculty achievements. NCCC recognizes excellence in faculty through the annual President's Awards for Excellence in Teaching and Professional Service, and through College participation in the New York State Chancellor's Awards program. A committee of faculty and students conducts the nomination and selection process, and recommends faculty members for the President's Awards each year. Recipients of these awards are normally nominated by the college for the statewide Chancellor's Awards.

The following members of the faculty received awards in 1985-86:

President's Award for Excellence in Teaching

Margaret Laurie, Professor of English, Humanities Division
Bryce McMichael, Assistant Professor of Biology, Life Sciences Division

President's Award for Excellence in Professional Service

Lillian Stanwich, Librarian/Instructor, Library Learning Center

Another form of recognition is that provided through annual performance review and evaluation for promotion and merit awards. In 1985-86 forty faculty received merit awards and the following faculty received promotion in rank:

Promotion from Associate Professor to Professor:

Cinelli, Robert
LoCascio, Nicholas
Seland, Paul
Tederous, Norman
Warthling, William

Promotion from Assistant Professor to Associate Professor:

Constantino, Mark
McMichael, Bryce
Mezhir, James
Michalak, Janet

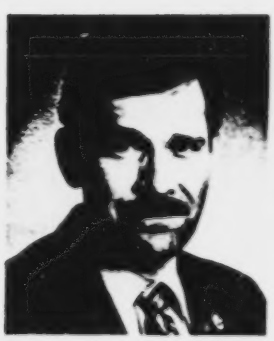
Promotion from Instructor to Assistant Professor:

Bush, Connie
Passanese, Sal
Stafford, Alan

Bob Cinelli

Recipients of the President's Award for Excellence: Margaret Laurie, Bryce McMichael and Lillian Stanwich with President Donato.

Nicholas LoCascio



Paul Seland

Norman Tederous

Bill Warthling

Faculty Evaluation and Development

In 1985-86 the Joint Labor-Management Study Committee on Faculty Evaluation completed its task of reviewing the existing faculty evaluation system at NCCC and making recommendations for its improvement. The proposed revisions will be implemented in Fall 1986 for a two year trial period. Within the Committee proposal is a reaffirmation of the two-fold purpose of evaluation: 1) to "assess areas of faculty strengths and areas needing improvement as a basis for individual professional development, organizational development, and instructional improvement", 2) as well as for personnel decisions which recognize and reward effectiveness and correct ineffective performance.

Professional growth will be one of four areas of evaluation for all faculty at the college. The Committee defined professional growth, provided indicators of accomplishment at three levels, and listed multiple examples of professional growth activities. The complete Committee recommendation on college expectations and evaluation in this area of faculty work is cited below.

In its report, the Committee also stressed the importance of individualization in evaluating faculty accomplishments. Faculty are expected to meet minimum criteria within the four job areas as well as to develop individual objectives to accomplish each year which reflect unique concerns and professional development needs.

Professional Growth
(Recommendation of the Study Committee on Faculty Evaluation, 1986)

Faculty are expected to participate in professional growth activities. Professional growth is defined as improving the competence of a faculty member in order to better fulfill the role and responsibilities of his/her position at the college, professional achievement or contribution to the teaching/learning process or educational profession in the faculty member's area of expertise.

Evidence of achievement may include such activities as:

- formal academic work (courses, degrees) 1) in field, 2) if outside field, related to professional obligation, and 3) retraining
- professional conferences, workshops, panels - participant/attendee, presenter, coordinator
- professional memberships
- individual professional development projects (e.g. sabbatical accomplishments, mentor projects)
- college-sponsored professional development programs
- reading professional literature
- publishing, producing materials for publication
- research projects
- creative projects (e.g. artistic performances, exhibitions, etc.)
- professional certification, licenses acquired
- activities within professional associations
- consultations/work experience

Sources of information/documentation should be appropriate to specific activities.

Individual activities should be appropriate to faculty professional functions. Standards of accomplishment will be developed as part of the annual objective process.

Indicators of satisfactory or exceptional levels of participation may include:

- participation; leadership
- attender; presenter
- extent of involvement, time commitment, initiative
- scope of project; planning time, outcomes
- value to institution (students, programs/courses, instructors, division, other faculty, etc.)

Organizational Support and Structures for Professional Development at Niagara County Community College

In addition to the financial resources of the college which support professional development for faculty, several organizational structures provide necessary institutional support and continuity in this area. The *Professional Development Committee*, a standing committee of the Faculty Senate, is charged with promoting professional development through evaluation of proposals, development and promotion of professional development activities, and evaluation of program results, in addition to recommending sabbatical leave requests to the President. During 1985-86, as a follow-up to a Middle States Self-Study recommendation, a specific budget for funding professional development activities was made known to the Committee. The Committee reviewed professional development proposals and recommended funding of activities during professional development week in January. The budget available for professional development activities is through the Professional Development Committee in 1985-86 was $2,500. The Committee also proposed to Faculty Senate that an Exit/Re-Entry Interview be held with faculty returning from sabbatical leave to provide the Committee and college with feedback on outcomes of the sabbatical process. This recommendation was approved by Senate. Professional Development Committee Chair in 1985-86 was Ted Georgian.

A second committee within the college governance system which deals with an area of professional development is the *Instructional Resources Committee*. This committee is responsible for review and recommendation of Instructional Resource Development grant proposals, as well as encouraging uses of instructional media for effective teaching. Fifteen summer grant proposals were submitted to the Instructional Resource Committee for review in 1985-86. Ten of the highest ranked proposals were funded for Summer 1986. Instructional Resource Committee Chair in 1985-86 was Lillian Stanwich.

In the Office of Academic Affairs, coordination of faculty professional development is the responsibility of the *Associate Dean/Director of Educational Development*, Dr. Dorothy Harnish. Publication of this annual report from the Office of Academic Affairs was initiated this year to increase faculty awareness of professional development resource availability and use. A special assignment ($300) was approved by the Dean's Office providing coordination of professional development week activities in January. Mr. Dave Yaksich handled arrangements and promotion for activities scheduled during January 14-17 and sent to all faculty a complete Calendar of Events for professional development week to encourage faculty participation.

The college also maintains institutional membership in the *National Institute for Staff and Organizational Development* (NISOD) at a cost of $300 in 1985-86. Benefits of this membership are the weekly issues of INNOVATION ABSTRACTS and a bi-monthly newsletter LINKAGES, copies of which are distributed to faculty by the Office of Academic Affairs, through Division Offices. Additional materials on instructional development are available to faculty in the Faculty Resource Room of the Library Learning Center and in the Office of Academic Affairs, Director of Educational Development.

A new institutional resource for faculty professional development was established in January of this year with the reassignment of Catherine Hall-LoCascio as *Director of Human Resource Development* (HRD) in the Office of the President. Evolving out of a philosophy which links effective use of human resources to institutional change and excellence, the Human Resource Development Office has addressed concerns of faculty in transition, cross-training for career development or preparation for future institutional development, and the creation of opportunities for internal mobility as a way of effectively addressing both individual and college needs. An initial step was taken to identify existing faculty skills, abilities, knowledge, interests, attitudes, and career goals through an Employee Questionnaire sent to all college personnel in June. Information collected through this questionnaire will provide a basis for future identification of and response to career development needs and interests of faculty at Niagara County Community College.

Individual Teaching Improvement:

Faculty Mentor System

A new resource for faculty professional development was introduced in 1985-86. The Faculty Mentor System at Niagara County Community College is a means of recognizing and using the teaching skills of experienced faculty members to assist new faculty members as well as those faculty interested in improving their teaching effectiveness. The assistance is in the form of an independent study for up to six credits per year and involves development and completion of an individualized teaching improvement plan by the faculty learner with a faculty mentor of their choice. The mentor program uses existing procedures, forms, and compensation for independent study. Faculty mentors receive $100 per credit and are required to spend a minimum of eight contact hours per credit working directly with the participating faculty member. Forty-five hours of learning activities per credit are identified in the proposal outline (individualized teaching improvement plan) along with the means of evaluating accomplishment of objectives. Faculty register for an Independent Study course through the tuition waiver benefit in the faculty contract.

The Faculty Mentor System allows a highly individualized approach to professional development, one that is flexible enough to address unique individual changing careers. It also provides recognition and support for those faculty who have developed teaching skills which can be shared with less experienced faculty. In 1985-86, two faculty members participated in the Faculty Mentor program. Assessment of this program after one year is that it has generated much interest but little actual response among faculty. The unfulfilled potential of this professional development resource can be more fully realized by increased efforts on the part of academic administration and division chairs to promote the availability of the program and to encourage faculty participation.

Individual Improvement Plans

Part of the administration's evaluation process for non-tenured faculty involves annual review and discussion with faculty of information on effectiveness in classroom teaching and other professional responsibilities. An outcome of this evaluation may be recommendations for specific professional development activities or individual improvement plans. Because of the confidentiality associated with the evaluation process, information on faculty activities and progress in this area is not readily available. Where an area of weakness is identified through the annual evaluation process, faculty are asked to develop and carry out a plan for improvement. This plan is incorporated into the faculty evaluation summary prepared by the Office of Academic Affairs and becomes a focus of evaluation follow-up during the year for those faculty members.

During the 1985-86 academic year, five term faculty were asked to complete professional development activities to strengthen some area of their performance. Five other faculty were able to provide evidence of improvement within specific areas identified in the previous year's evaluation process as a result of professional development activities and special efforts in instruction.

Summary

In this report we have tried to present a picture of faculty from the perspective of faculty development. One of our goals was to emphasize the extent and diversity of professional development programs, opportunities, and interests at NCCC. However, professional development is more than a listing of activities and resources. Professional Development is people who value growth and lifelong learning for themselves as well as for students. To be successful it requires institutional support and commitment at many levels. We have tried to show the degree to which this exists at NCCC. Effective professional development also relies upon the involvement and initiative of faculty in determining the best use of resources to meet diverse needs. We hope that this report can serve as an inspiration and catalyst in that process, so that the quality of education at NCCC can be maintained and enhanced, and the ongoing renewal of faculty assured.

Prepared by the Office of Academic Affairs - June 1986
Gerald L. Miller, Dean of Academic Affairs
Dorothy Harnish, Associate Dean/Director of Educational Development

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